

**School Social Work Journal**  
**Table of Contents, Vol. 27 (2)**  
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Title: Rating the rating scales: Ten criteria to use.

Author: Raines- J. C.

Pages: 1-17

Abstract: The No Child Left Behind Act mandates that schools use scientifically based research and there is a growing consensus among scholars that social work must begin to use evidence-based practice. One way to improve social work interventions is to systematically use standardized instruments to obtain measured baselines for assessments and measured outcomes for evaluations. This article addresses some guiding principles for using adaptive behavior scales and criteria for selecting the one most appropriate for each client. It also contains recommendations for using the scales to evaluate school social work practice. Finally, this article issues a call for the development of new social work scales that incorporate both an ecological and a strengths perspective.

Title: No child left behind: An assessment of an after-school program on academic performance among low-income, at-risk students.

Author: Zosky-D.L.; Crawford-L.A.

Pages: 18-31

Abstract: This paper reports on research conducted to assess the impact of an after-school program on academic performance among low-income, at-risk fourth grade students attending a public school in an urban setting. Using a quasi-experimental design, mean grades across seven academic subject areas were compared among students continually enrolled in the after-school program during the fall of 1998 and the spring of 1999, students enrolled in the after-school program during the fall semester only, and a comparison group consisting of program nonparticipants. Overall, analyses suggested that the program was effective in improving students' grades, with fall-only program participants exhibiting significantly greater improvements in math and language arts than their classmates. Students continually enrolled in the after-school program during the 1998-1999 school year also showed significantly greater improvements than the program nonparticipants in language arts and composite G.P.A. between grades three (preintervention) and four (postintervention). These findings are especially encouraging given the limited scope and intensity of this intervention relative to other after-school programs described in the literature and suggests that after-school programs can have positive effects on the lives of low-income, at-risk students. Moreover, they offer empirically grounded support for the potential effectiveness of some of the "supplemental educational services" mandated by the No Child Left Behind Act of 2001.

Title: A perspective on school social workers' roles in preventing and responding to school violence.

Author: Trager-M.; Jack-D.E.; Ince-W.; Goecke-J.

Pages: 32-56

Abstract: This literature review is offered as a perspective on school social workers' roles in preventing and responding to school violence. Incidence data suggest that the total number of violent deaths is decreasing while the number of victims per deadly attack has increased. Few studies, however, have explored the relationship between school social workers and the problem of school violence. This review covers varying definitions of violence, root causes of school violence, overarching theories, strategies for reducing school violence (including a culturally sensitive perspective), and roles of school staff, specifically school social workers. Suggestions for future research are offered.

Title: Helping children cope: A narrative approach to the Life Space Interview.

Author: Wood-G.G.; Frey-A.

Pages: 57-78

Abstract: Narrative approaches to work with children are emerging as a promising perspective in school social work practice. When children refuse to do school work, disrupt others' learning, and are unresponsive to teachers' attempts to reengage them in work, there is a need for immediate intervention. At such times the school social worker is called upon to de-escalate the agitated child, seize the opportunity for learning and change inherent in crisis situations, and prepare the child to reenter regular classroom activities in a more productive mood. Combining the promising theories of social constructionism and narrative practices with Redl's initial ideas regarding strategic intervention by caring adults, a narrative approach to the life space interview is described and illustrated. A narrative life space interview guide is appended.

Title: Proposed guidelines for school social workers seeking clinical supervision: How to choose a supervisor.

Author: Secemsky-V.O.; Ahlman-C.

Pages: 79-88

Abstract: This article reviews the issues and challenges faced by school social workers attempting to locate appropriate clinical supervision. Presented here are the reasons for seeking clinical supervision, the legal requirements for Illinois, and the barriers to finding supervision that are relevant to social work practice in the public school setting. The history of social work supervision has also been provided along with a review of empirical data on effective supervision practices. This is followed by a list of guidelines that may help social workers in their selection of an effective supervisor.